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ABSTRACT

The Fulbright Program in New Zealand funds educational and cultural exchanges with the United States. The program is jointly financed and managed by the two signatory governments. The program is the principal means of academic and technological scholarly exchanges between the two countries. Programs include travel grants to graduate students admitted into doctoral programs at American universities, exchange teachers, cultural grants, senior scholar grants, and educational and vocational development grants. The report illustrates the scope of the Fulbright Program in New Zealand and its impact, based on a survey of 662 New Zealand and United States participants involved between 1948 and 1988. The report contains information on the year the award was granted, category of the award, duration of the award, the recipient's sex, marital status, area of study, home and destination institutions, social contacts, sharing of ideas, publications, continuing contact with the host country, and expectations and their fulfillment. The report's appendixes contain data tables and a copy of the survey questionnaire. (Six references) (JDD)

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COMING AND GOING

FORTY YEARS OF THE FULBRIGHT PROGRAMME IN NEW ZEALAND

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NZ-US EDUCATIONAL FOUNDATION
NZ COUNCIL FOR EDUCATIONAL RESEARCH

COMING AND GOING

FORTY YEARS OF THE FULBRIGHT PROGRAMME IN NEW ZEALAND

Geraldine McDonald
Pam Kennedy
Barb Bishop

New Zealand-United States
Educational Foundation
and
New Zealand Council
for Educational Research
1989

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It's 10 years since I was a Fulbrighter and I found this data base personally interesting because I was always in a minority category - my age, status, family, sex, destination institution, area of study and so on. However, one thing I clearly had in common with most people was that the year I spent in the USA proved to be a turning point in my personal, educational and academic life.

The statistics and information gathered here are not only an interesting data base but a description of an ongoing and changing 40 year relationship between two countries. The information points up an important exchange of expertise, culture and knowledge which probably wouldn't have occurred without these grants and fellowships to the students and scholars of both our countries. This work is a useful addition to our knowledge and understanding of this unique programme.

Maris O'Rourke
Chief Executive Officer
Ministry of Education
Fulbright Scholar to
the United States of
America, 1979

New Zealand offers something unique, and in studying in New Zealand one gains something practical. This is the conclusion of two American Fulbrighters interviewed as part of this report, and it is a conclusion that sums up both the report itself and the experience that virtually all Fulbrighters in both countries have had. I have never encountered an American Fulbrighter who did not return from New Zealand with respect and affection for the country and with new and practical insights into his or her field. One suspects that New Zealanders in the United States enjoyed similar experiences and reached similar conclusions, and this report provides both statistical and anecdotal evidence on the human side of the exchange. To read the report is to discover again that one cannot know one's own country until one has left it. One after another, these returned Fulbrighters summoned up here tell us that their Fulbright Scholarship changed their lives. They married, altered fields of study, travelled perhaps for the first time, concluded what was often their first significant piece of research. Two countries linked by such ties will always be speaking to one another.

Robin Winks
Professor of History
Yale University
Fulbright Scholar
to New Zealand, 1952

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The programme of educational and cultural exchanges between New Zealand and the United States (commonly known as the Fulbright Programme) is funded by the two Governments in accordance with an Agreement signed in 1970. This Agreement is based squarely on the equality of the two signatory Governments and this is reflected in every aspect - for instance, each Government has four representatives on the Board of the New Zealand-United States Educational Foundation and all offices rotate between the two sides. The Agreement provides for the joint sharing of costs and management and replaced an earlier Agreement of 1948 which saw the programme wholly financed and controlled by the United States. The current Agreement also calls for a review of funding every five years.

Within New Zealand the programme is administered by the two officers of the Foundation. Using university calendars and directories provided by the American Government, the Foundation also provides an educational advisory and counselling service for New Zealanders. Management of the programme within the United States is provided free of charge by agencies contracted to the American Government. As part of this support service every participant receives health and accident insurance of US$50,000.

The programme is the principal means of academic and technological scholarly exchanges between the two countries. It enables some of the most talented New Zealanders engaged in a wide range of activities to visit the United States and become acquainted with the most advanced thinking, knowledge and technology. The benefits to New Zealand are profound and obtainable by no other means at such a low cost. A key factor of the scheme is that a `Fulbright' scholar is treated with great respect in the United States and has immediate access to the American academic, scientific, business and legal communities. It is a condition of the programme that the recipients return home upon the completion of their award.

Over the years there have been some changes in the categories of persons eligible for awards but the largest group has always been the New Zealand graduate students, the majority of whom are admitted into PhD programmes at prestigious American universities. The Foundation's contribution is no more than a travel grant, approximately $5,000, covering the cost of round trip travel. However, the association with the Fulbright programme greatly enhances their ability to win fellowships from American universities.

With tuition costing up to $15,000 per year and living expenses in the range of $7,000 - $8,000, few New Zealand students could otherwise have afforded these costs.

Travel grants are awarded also to research scholars and lecturers. Having gained some eminence in their chosen field, they spend a 'refresher leave' acquiring advanced knowledge and skills. Some receive scholarships or a salary from American sources, while others have support from their employers. For example the New Zealand Department of Scientific and Industrial Research routinely awards paid leave to its scientists who gain Fulbright travel grants.

Forty-five day study grants are offered to teachers, educators, writers and artists. There is an overwhelming demand for these grants and the Foundation plans to extend the scheme to include journalists, judges, diplomats and so on. Averaging $12,500 at present these are the most expensive of the grants for New Zealanders. Thanks to an organisational structure in the United States, which is not a charge on the Foundation, the successful applicants are each assigned a programme officer to assist with arranging appointments, travel and accommodation at reduced rates. Covering a wide range of fields but with a concentration since 1983 on bi-cultural education, computer education, work experience and retraining programmes, the scholars are chosen for their leadership potential and future contribution to policy development.

The benefits of the programme to the United States are also significant but given the relative size of the two countries the greater advantage is to New Zealand. This is especially true of the senior scholar programme. These awards are for six months and the visiting scholar is usually accompanied by his/her family. The average cost of a grant in 1988 was $36,924.

Paid an allowance calculated to maintain them comfortably but not extravagantly, a visiting American scholar with one accompanying dependent in 1988 received a monthly stipend of $5,626. New Zealanders travelling to the United States on 45-day grants were paid a daily allowance of US$105 in 1988.

In reviewing the proposals received from the universities, the Department of Scientific and Industrial Research, research centres and government departments and the like to bring American scholars to this country, the Foundation seeks to achieve a balance between scholarship and applied research. However it is in the area of applied research that the benefits to New Zealand are the most apparent. For example, the Foundation

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can claim considerable credit for the establishment of a New Zealand Writing Project based on the National Writing Project developed in the United States. This has meant that teachers have been involved in new ways of teaching writing and new ways of assessing the process of writing. The Foundation has also recently brought to New Zealand a leading artist in glass who presented workshops to students of this art form. In quite another field the Foundation has helped one of our universities to offer courses and advisory services directed towards small businesses. There are other g ins; a New Zealander in charge of careers and transition at one of our large metropolitan high schools went as a 45-day visitor to the United States and was lent, free of charge, a computer programme for an employment package.

The importance of the programmes of the New Zealand-United States Educational Foundation lies not only in the economic benefits they bring at low cost to both countries, and particularly to New Zealand, but also in the wider context of establishing a network of contacts among people and institutions in both countries - people and institutions which are at the cutting edge of innovation and development. The emphasis on pecple stresses the close relationship between the two countries. New Zealand has benefited from the favourable impression that most American visitors have gained of this country and almost without exception the New Zealanders helped by Fulbright awards to study in the United States have made an excellent impression on their hosts.

The Fulbright programme in New Zealand is managed by a Board of Directors comprising four resident Americans and four New Zealanders. The Directors set up selection committees to review the New Zealand applicants for the various grants. These committees are not restricted to Board members but may include people who have participated in the programme or are familiar with the field covered by the grants. They prepare panels of recommended candidates which then go to the Board for the final selection. Applications for grants generally close on 31 July in the year preceding the taking up of the award. For American applicants, a series of review committees in the United States assist the Council for International Exchange of Scholars (for visiting lecturers and senior scholars), and the Institute of International Education (for graduate students) to prepare short lists of candidates for submitting to the Directors in Wellington. Every Fulbright grant awarded, whether to an American or New Zealand applicant requires the approval of the Board of Foreign Scholarships in Washington which has the responsibility of overseeing the programme on a world-wide basis.

The following report illustrates in detail the scope of the Fulbright Programme in New Zealand and its impact on those people, New Zealanders and Americans, men and women who took part in it over the first 40 years. The report is divided into two sections. The first contains information on all participants. The source for this information is the Foundation's files. The second section reports the answers of some of those participants to a questionnaire.

PART 1

FROM THE FOUNDATION'S RECORDS

Between 1948 and 1988 a total of 1654 persons either left New Zealand to spend some time in the United States or left the United States for New Zealand under the provisions of the New Zealand Fulbright Programme. Of these, 927 were from New Zealand and 727 from the United States.

This report contains information on this group of people including such matters as the year of their award, the category of the award, the recipient's sex, marital status at the time of the award, the institution which had been host, whether the individual had travelled alone or with other family members, and, for the graduate students and senior scholars, their home institution and area of study.[1]

The basic information was obtained from the records kept by the New Zealand-United States Educational Foundation as part of its administration of the programme.

Categories of Fulbright Award

There have been five broad categories of award.

1. Graduate student;
2. Senior scholar (includes research scholar, visiting lecturer, and distinguished visitor/short term lecturer);
3. Exchange teacher;
4. Cultural grant (for artists, craftspersons, writers, dancers, actors and so on);
5. Educational and vocational development grant.

---

1. Pam Kennedy collected this information.

The graduate students and senior scholars form the core of the programme. The cultural grants began in 1980 and the exchange teacher scheme ceased in 1982. There is no category of 'distinguished visitor' for New Zealanders and the educational and vocational development grants are for New Zealanders only. Of the 1654 persons who received an award, those on educational/vocational development grants account for 6 percent, and those on cultural grants account for 3 percent of the total (Table 1).[2] The majority (79 percent) were graduate students and senior academics. Exchange teachers accounted for 13 percent. The number of persons in each grant category is compared by country in Figure 1.

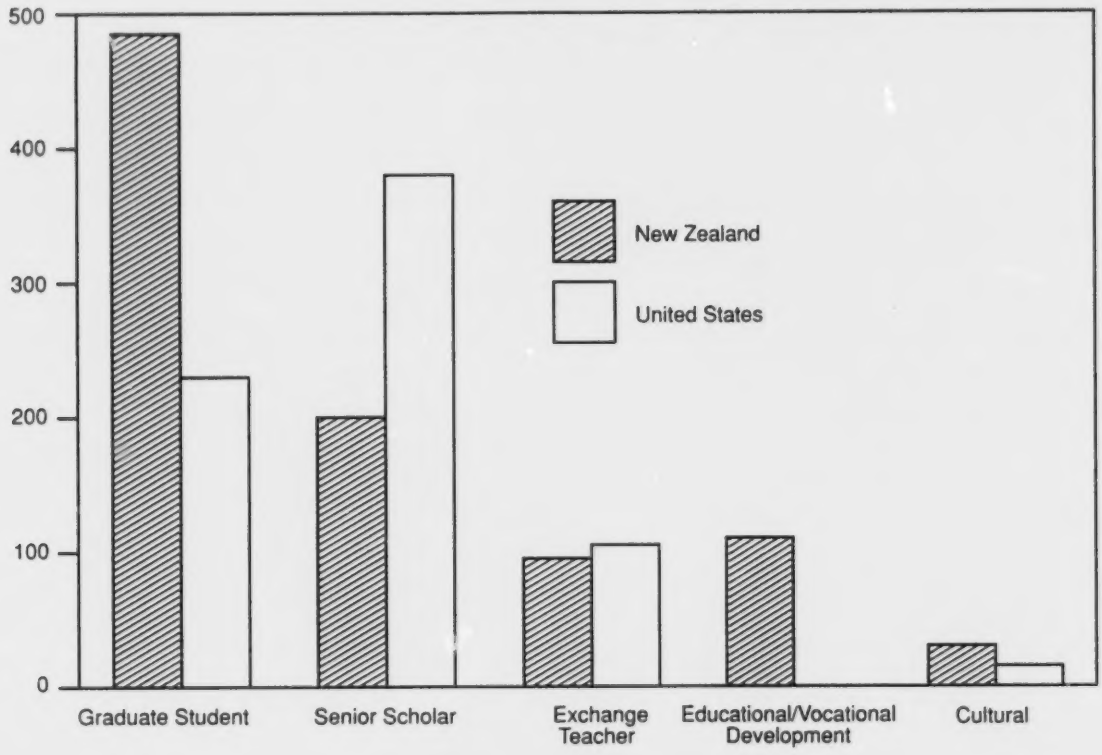

Figure 1: Category of Award by Country

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2. All tables are in Appendix A.

Figure 2 compares the numbers of men and women from each country who took part in the scheme.

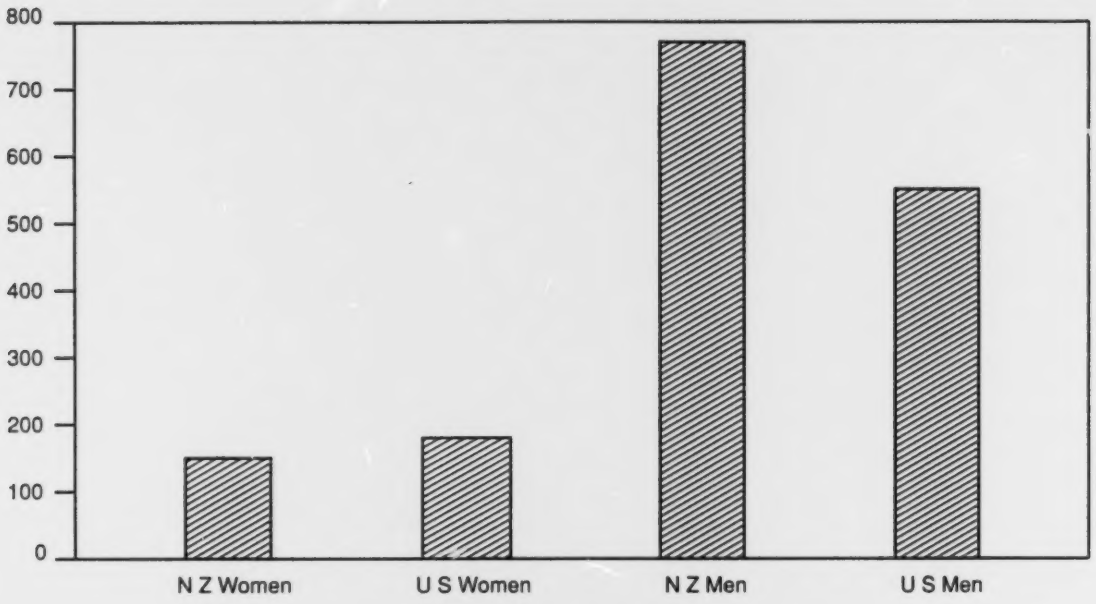

Figure 2: Country by Sex

American participation was greatest in the category of senior scholar, while New Zealand participation was greatest in the category of graduate student. The gender balance differs between the two countries. Women as a group held fewer senior scholar awards than men and very few New Zealand women have held such awards (see Tables 2 and 3). This probably reflects both the level and extent of the respective university systems, the social position of women in the two countries, and the comparative sizes of their populations.

In the category of exchange teacher, 61 women and 45 men came from the United States to teach in New Zealand primary and secondary schools. From New Zealand, 78 men and 33 women went to the United States to teach in elementary and high schools. Since teaching is a profession in which women are well represented the greater participation by men probably tells us something about the effect of family life on women's ability to travel overseas rather than exhibiting any bias on the part of the selectors for the awards.

Marital Status

At the time of their award 60 percent of all the men were married compared with 14 percent of the women (Table 4). This major difference is almost certainly a reflection of the different effects of marriage and family responsibilities on the chances that men and women will have to work and study abroad. Nearly half the men in the programme were accompanied by family members (Table 5). The matching percentage for the women was 13 percent. More women went as accompanying family members than went on a personal award.

Area of Study

The areas of study of the graduate students and senior scholars were classified according to the following scheme:

> Philosophy, psychology, religious studies, political studies, economics, law, education (theory), education (pedagogy), sociology, anthropology, linguistics, languages, mathematics, physics, chemistry, earth sciences, botany, zoology, biology, medical studies, chemistry, engineering, agriculture, home economics, marine farming, food technology, management studies (public and private), accountancy, architecture, music, literature, geography, history, journalism, museums, archives, veterinary science, forestry, criminology, American studies, drama, computing.[3]

Most of the categorisations were straightforward. However, it was not always easy to make decisions. For example, biochemists are found in both medical and agricultural faculties. How do you classify something like agricultural economics? We classified this as economics.[4] On the other hand we classified geophysics and geochemistry as earth sciences and not as physics and chemistry. In general we were guided by information about the institutions to which the scholar went or from where he or she had come.[5]

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3. The fields of study were based on the *Dewey Decimal Classification and Relative Index*, edition 19, 1979.

4. We may have erred. An agricultural economist later informed one of the authors that he was of the gumboot variety - more an agriculturalist than an economist.

5. Joan Miller who was in New Zealand with her husband Richard Miller in 1988 as part of the Fulbright Programme, and Laurie Cox, both helped with the collection and recording of the data on fields of study.

Education as a field of study was split into two categories. The first consisted of the theoretical study of education which encompassed educational sociology, educational psychology, educational anthropology and so on. The second category dealt with various aspects of pedagogy or the practice of education such as physical education, nursing education, adult education and music education. The category of management studies covered a wide range of topics relating to the public and private sectors and included management of resources such as energy and water. 'American studies' overlapped, mainly, with the basic disciplines of history and literature but was recorded separately because of the efforts of the New Zealand-United States Educational Foundation in recent years to put American studies on a firm footing in New Zealand universities and secondary schools.

The areas of study of those in the programme are the consequence of a combination of factors such as the policies adopted by the Board of the New Zealand-United States Educational Foundation regarding the kind of qualifications which would be most useful to New Zealand and the policies of the American Board of Foreign Scholarships which controls selection in the United States. One must also consider the types of training available in each country at different times and also what the individuals in the programme saw as each country's special offerings, a topic which will be expanded when the results from the questionnaire survey are presented.

Areas of study can be compared across countries and between graduates and senior scholars, but some caution is needed in interpreting the results. Many of the more specialised areas of study available in the United States may not have been available in New Zealand. For example, amongst the early Fulbrighters to go from New Zealand was a man who went to a university to gain a qualification in retailing - something no New Zealand university offered at the time and a topic which even today is likely to be embedded only in a more general course. The greater specialisation of higher education in the United States also means that some areas of study may have been differently organised in the two countries or taught in different types of institution. Nursing studies, for example, were a part of American universities long before they entered New Zealand universities (Keith, Christensen and Litchfield, 1989). Political science is a relatively recent entry into New Zealand universities but aspects of what such courses cover could once have been found in other university departments and possibly they can be still.

The number of persons in each area of study represented reflects both the ramifications of the discipline (compare earth sciences with journalism) as well as the importance of the area of study to a country's economy and hence the employment opportunities it offers to those who gain such a qualification.

All United States distinguished visitors/short term lecturers were removed from the calculations related to disciplines. Most came for a conference or lecture tour and stayed only about 10 days to 3 weeks.

With all these caveats in mind we can compare all graduate students by area of study with all senior scholars by area of study. There were more than 10 graduate students in 21 different areas of study and more than 10 senior scholars in over 20 different areas of study. *Earth sciences* headed the list for both graduate students and senior scholars. This was followed by *engineering, mathematics, agriculture* and *law* for the graduates and *agriculture, management studies, medicine, zoology, education* (theory) and *chemistry* for the senior scholars. There are further details in Table 6.

The areas of study of the New Zealand and United States graduate students in the New Zealand programme can also be compared.

Of the New Zealand graduates the greatest number went to study *engineering, mathematics* and *law*. Of the United States graduates the greatest number came to study *earth sciences* and *political studies*. Their areas of study are shown by order of rank in Table 7.

From the United States came senior scholars in *management, zoology* and *agriculture* (the top three) and New Zealanders in the senior scholar category went to learn about, and less often to lecture on, *earth sciences, medicine*, and *chemistry* (the top three). (See Table 8)

Destinations

If there were some difficulties in classifying areas of study there were different kinds of difficulties in collecting information on United States institutions of higher learning to which New Zealanders went or from which the Americans came. Not only are there a great many institutions in the United States but one university may occupy several sites which, to all intents and purposes, are separate. Some of the institutions to which a few of the very early New Zealand Fulbrighters went seem to have disappeared (or at least we could not locate them) or they may have been incorporated into another institution at some time over the years. Specialised schools for research and professional training may be known by a name different from the university of which they are a part.[6]

Because New Zealand, as a small country, has a relatively small number of institutions for research and higher learning, the institution which overall hosted the greatest number of Fulbrighters had to be within New Zealand. The most 'popular' institution was in fact Victoria University of Wellington which hosted 80 United States graduate students and 55 senior scholars over the forty years. One of its drawcards was its Department of Geology and the opportunity this offered for fieldwork in New Zealand.

Clustering occurred in the United States institutions attended by New Zealand Fulbrighters. Figure 3 shows the proportions of graduates and senior scholars combined according to the most popular institutions in the United States.

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6. Joan Miller carried out a considerable amount of detective work on United States institutions and without her efforts we could not have produced the information in this section.

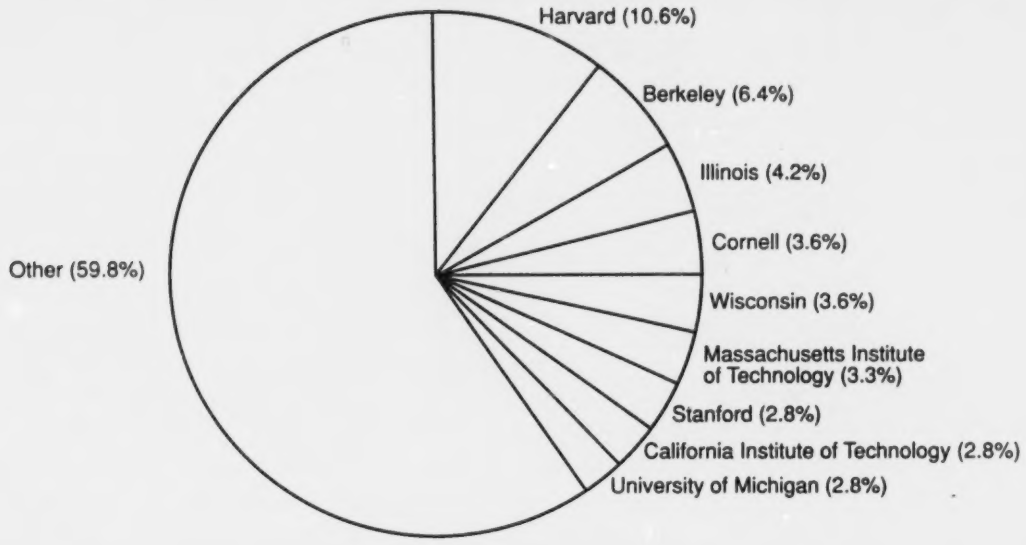

Figure 3: Destination Institutions of New Zealand Graduates and Senior Scholars

In addition to the institutions listed in Figure 3, 16 New Zealanders went to each of the following: University of California at Davis, University of Chicago, Duke University, and Yale University; 15 went to each of Columbia University, University of Pennsylvania, and Princeton; 14 went to the University of Washington; 11 went to each of the University of California at Los Angeles and Ohio State. About two-thirds of the New Zealanders were spread across 20 institutions. The remainder spent their time in a total of nearly 100 additional institutions.

The Harvard group included 15 New Zealanders who went to the Harvard Law School and 10 who went to the Harvard School of Medicine. The remainder (48) came from a variety of other fields of study.

A comparison of the destinations of New Zealand graduates with the destinations of senior scholars showed Harvard again at the top (Table 9). New Zealanders also went to the United States to study in world famous museums and libraries.

The order of New Zealand institutions which hosted United States graduate students and senior scholars is headed by Victoria University and followed by Auckland University for graduate students and Canterbury University for senior scholars. The four older established universities Victoria, Auckland, Canterbury and Otago hosted 78 percent of the United States graduates and senior scholars. There was a substantial

contribution to the programme by New Zealand government departments and government supported research institutes as hosts, although only the Department of Scientific and Industrial Research compared with the universities with regard to numbers (Table 10). (See Druett 1988, pp. 17-19 for the entry of these institutions into the Fulbright programme).

Institutions of Origin

When information was collected on the home institutions from which the United States graduates and senior scholars had come, the list of nearly 150 institutions which had been collected as the list of destinations for New Zealanders, was expanded to include nearly 100 more United States universities, colleges and other institutions. Not all the destination institutions for New Zealanders were home institutions for the Americans. For each category of award there were some persons for whom we could not establish an institution of origin.

When information on the home institutions of New Zealanders was collected the list obtained for the destinations of Americans in New Zealand increased by over a third. The expanded list of institutions included several government departments, hospital boards, technical institutes and teachers colleges, research councils and museums. Figure 4 shows the percentages of the 485 New Zealand graduates coming from various home institutions.

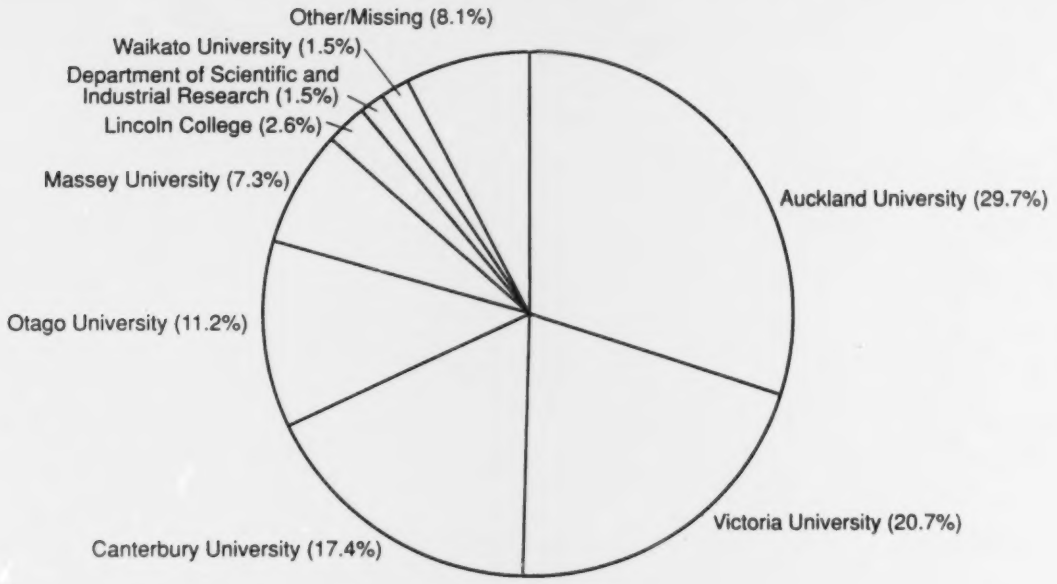

Figure 4: Home Institutions of New Zealand Graduate Students

Some graduates were in employment before taking up a Fulbright award and hence their university affiliation was not recorded. New Zealand universities differ in the size of their student body and in the date of their establishment and these factors are reflected in the proportions shown in Figure 4. Figure 5 gives parallel information for the New Zealand senior scholars.

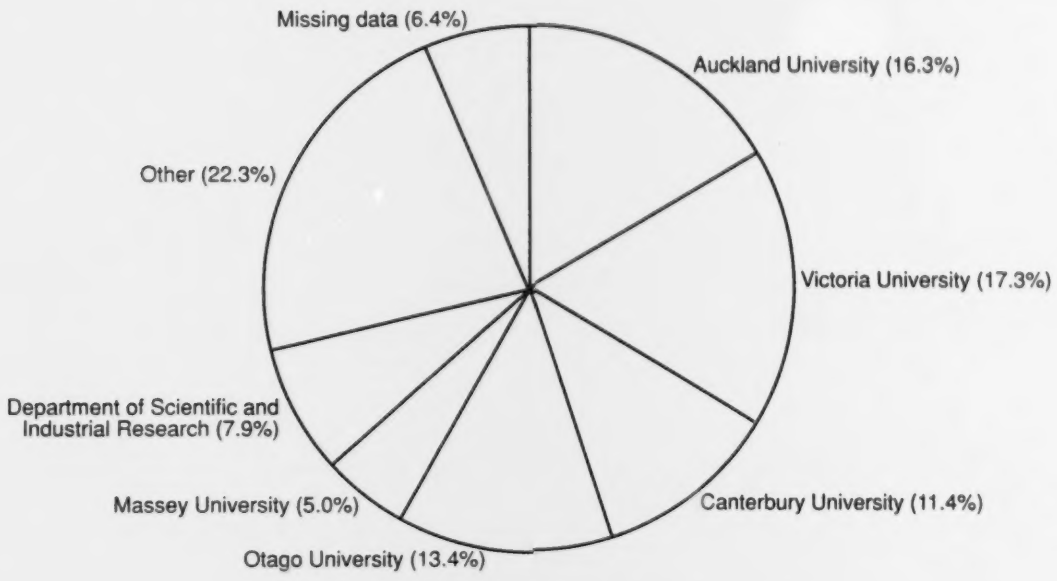

Figure 5: Home Institutions of New Zealand Senior Scholars

Of the 202 New Zealand senior scholars, 144 came from 6 institutions.

Thirteen institutions provided about one third of the total of 228 United States graduate students, who came to New Zealand over the forty years (Table 11). Harvard University and the University of Wisconsin each sent 9 graduate students. Smaller numbers came from the University of Colorado, University of Texas, University of California at Berkeley, Cornell University, University of Nebraska, University of Kansas, New York University, University of North Carolina, Purdue University, Stanford University and the Georgia Institute of Technology.

The home institutions of United States senior scholars who came to New Zealand as short term visitors were not coded. The home institutions listed are those of individuals who stayed to teach or to carry out research (Table 12). The 309 senior scholars did not come from all the institutions on the New Zealanders' destination list and the names of 96 additional institutions were recorded. For both countries the list of destination institutions and home institutions overlapped but did not match.

In the top rank for home institutions was the University of California at Davis. Seventeen senior scholars came from there. Thirteen came from the Georgia Institute of Technology. The next three home institutions were the University of Minnesota, Colorado State University and Cornell University.

Home institutions and destination institutions are shown for New Zealand and United States graduate students and senior scholars combined. Auckland University heads the list of home institutions for New Zealanders followed by Victoria University and Canterbury University. Each sent over 100 persons to the United States. The University of California at Davis was the home institution for the greatest number of Americans (17). While Harvard was host to 72 New Zealanders it was the home institution of only 13 Americans. The University of California at Berkeley hosted 41 New Zealanders but it was the home institution of only 12 of the Americans. The details are in Table 13.

PART 2

THE QUESTIONNAIRE

In 1986 a questionnaire was developed.[7] It was designed to fulfil two purposes; to provide information on what had happened to the Fulbrighters when the time of their award had come to an end, and to seek reminiscences and photographs suitable for inclusion in a book. Much of the anecdotal material was subsequently incorporated in *Fulbright in New Zealand*, commissioned by the Board of the New Zealand-United States Educational Foundation and written by Joan Druett, a former Fulbrighter, to mark the fortieth anniversary of the Fulbright Programme.[8]

Pam Kennedy held an initial meeting with Eric Budge, the first Executive Director of the New Zealand-United States Educational Foundation, with Laurie Cox, the present Director and with Joan Druett. The Board of Directors of the New Zealand-United States Educational Foundation held several discussions on the kind of information that it thought should be collected. Questions were then developed and discussed with officers from the New Zealand Council for Educational Research who had accepted responsibility for carrying out the survey. The schedule went through three versions and at various stages was tried out on former Fulbrighters who had received awards in different categories and at different times. Amongst those consulted in connection with the questionnaire were Connie Hall, Jock Phillips, Maurice Gianotti, Lauris Edmond, John Barrington and Ken (later Sir Kenneth) Keith.

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7. Pam Kennedy took responsibility for this. See Appendix B for questionnaire.

8. Other aspects of the Fulbright Programme in New Zealand can be found in several of the papers in David Philips, Geoff Lealand and Geraldine McDonald (eds) *The Impact of American Ideas on New Zealand's Educational Policy, Practice and Thinking*, Wellington : New Zealand-United States Educational Foundation/NZCER, 1989, originally delivered at one of the three Fulbright Seminars which were part of the fortieth anniversary celebrations.

The Sample

In 1987 the questionnaire was sent to all former Fulbrighters for whom addresses were available. At that time 1534 persons had taken part in the programme over 38 years. For some, the only address was the one that had been supplied at the time of the award. Others had kept in touch with the Foundation over the years. Questionnaires were first sent out at the end of January and a second mailing to New Zealanders who had not replied went out six months later. There was only one mailing to America. Replies came back over the course of the next 12 months. On December 21 1987, a cut-off point was declared and any questionnaire which came after that date was not included in the analysis. Sixteen more returns arrived.

Some people, as a result of error on our part, ended up filling in two questionnaires, and a few said that they had never received the first one. However, we received 662 questionnaires which we could analyse. This represents 43.2 percent of the total group of Fulbright grantees up to the end of 1986. Geraldine McDonald was responsible for the analysis of the replies and for preparing the report. Barb Bishop carried out all the computer analysis.

We were told of the deaths of 6 women and 34 men. Undoubtedly more had died than those of whose deaths we were notified. For the 149 persons who were not sent questionnaires, the 187 whose questionnaires were returned 'address unknown' and the 496 who were sent questionnaires but from whom no response of any kind was received, we have no recent information (Table 14). Of those who had received awards in the years 1948-1957, 101 questionnaires were returned; for the years 1958-1967, 132 were returned; for the years 1968-1977, 165 questionnaires were returned and for the years 1978-1986, 264 questionnaires were returned.

A measure of the representativeness of the sample was taken by comparing the categories of award for those who answered the questionnaire with the categories of award of all persons up to the time the questionnaire was distributed. These figures were calculated for each country separately (Tables 15 and 16). The questionnaire sample is, not surprisingly, weighted towards New Zealanders since they were easiest to locate and we made greater efforts to do so.

Questionnaires were returned from persons in every category of award from both countries. From each there is an under-representation of graduate students (5 percent shortfall in New Zealand and 7 percent in

the United States) and exchange teachers (2 percent in New Zealand and 5 percent in the United States) and over-representation of senior scholars (research scholars/visiting lecturers and distinguished visitors; 4 percent in New Zealand, 12 percent in the United States). The pattern is the same in each country sample and is, therefore, likely to be a consequence of the greater ease in locating this group of older persons with established occupations and reputations. This skewing should be kept in mind when responses to the questions are being read.

Although one person returned his questionnaire with the comment that he could not take part in the survey because he could not remember receiving an award, there were a great many personal messages enclosed with the replies and good wishes to whoever had been the Foundation's executive director at the time of the award. In many instances, respondents said that they had enjoyed the opportunity to recall their experiences while on the grant. A few complained about particular questions in the schedule, one re-wrote the questions and one said that there was not enough space on the form for her to write all her comments. Answers to the questionnaire were provided by a few women on behalf of husbands who had died at some time following the tenure of the award. The information they provided has been included in the analysis. Several persons took the opportunity to ask whether they could obtain another grant and included a current curriculum vitae. Others wanted to trace people they had lost contact with.

The remainder of this report will be based on the information from the questionnaires. This relates to the questionnaire total of 662 and not to the total population of 1654 for whom information was provided in the first part of this report. It also covers 38 and not 40 years.

The domains in which questions were asked related to the aims of the Fulbright Programme and to the benefits to the individual. Multiple choice questions enquired about work relationships, social relationships, and the gaining of new ideas while on the award and whether it was possible for former Fulbrighters to apply these on their return home, the effect of the award on careers, the outcome in terms of publications, feelings about the host country and whether or not expectations had been fulfilled. There were also some open ended questions and space for comment following the multiple choice questions (for the questionnaire, see Appendix B)

Ages

On the assumption that the ages recorded in the questionnaire returns represent the ages of all persons who received awards, the median age of New Zealand graduate students was higher than that for United States graduates all of whom were under 35 years of age, the median age was the same for the New Zealand and United States exchange teachers (35-39), the median age of United State senior scholars was above that of New Zealand senior scholars (45-49 : 40-44) and the median age of those with educational/vocational development grants fell into the 40-44 years group (Table 17).

Time on Award

The average number of months spent on the award is shown in the form of a bar graph (Figure 6). The New Zealanders, and in particular the New Zealand graduate students, spent longer in the United States than their American counterparts spent in New Zealand. Only in the case of the exchange teachers were the times matched. One New Zealand graduate student spent 96 months in the United States.

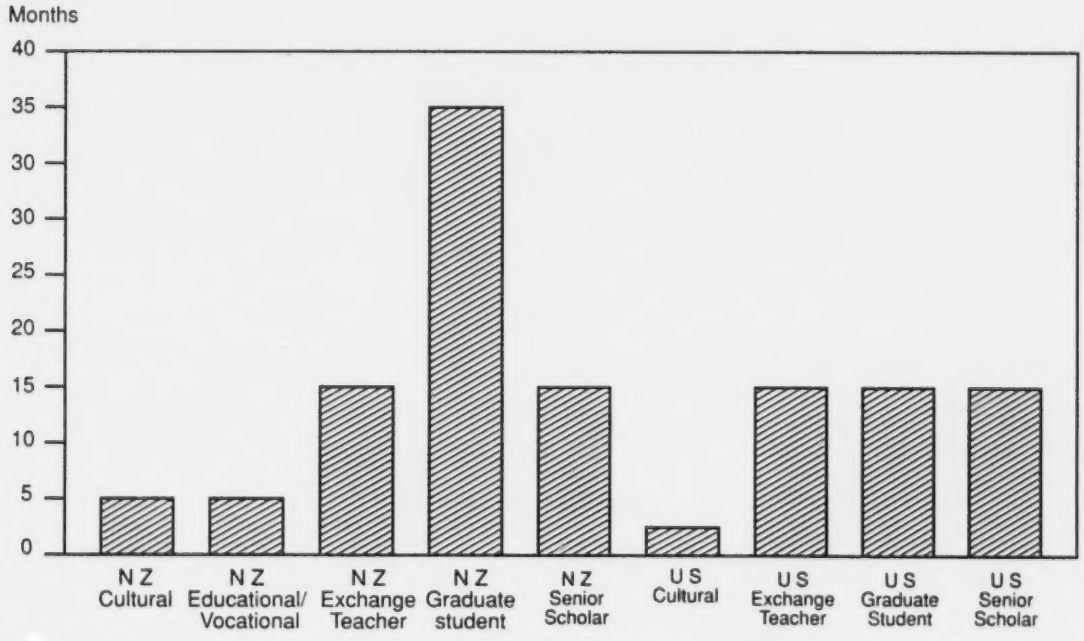

Figure 6: Number of Months Spent on Award

Location of New Zealanders and Americans while on the award is shown in Figure 7.

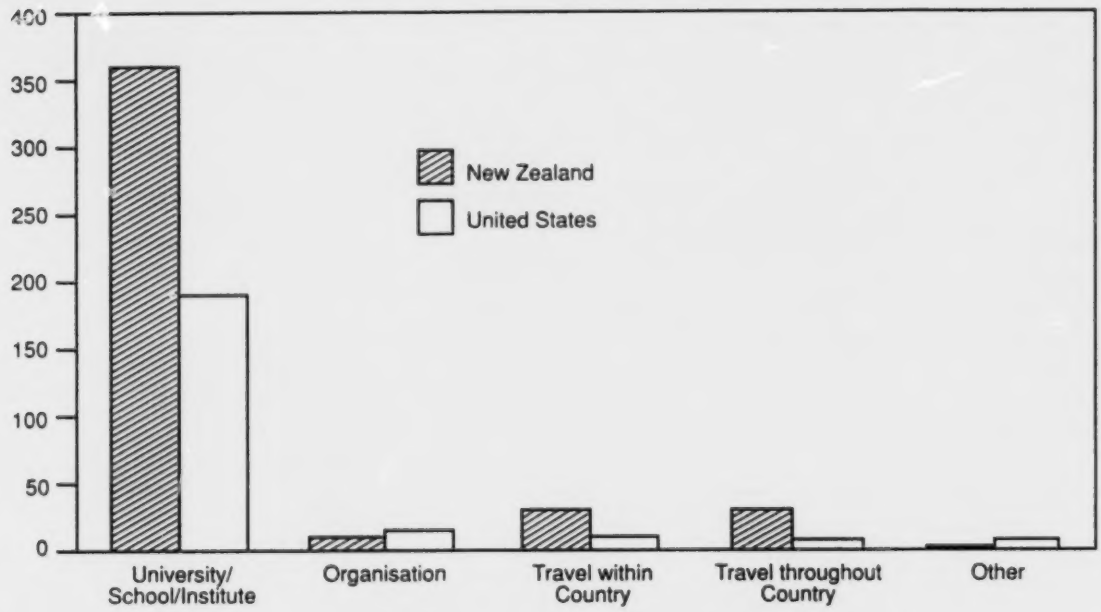

Figure 7: Location of New Zealanders and Americans

Most of the participants in the programme were located in one particular university, institute, school or organisation.

Finding a Place to Go

Each person was asked how he or she came to go to a particular institution or organisation, or to travel to different institutions or organisations. There were differences across categories of award and across countries.

New Zealand graduate students looked first for prestige universities and/or for prestige scholars and departments. They frequently applied for admission to several leading institutions and then went to the one that would offer the most dollar support. For these New Zealanders Harvard and Yale took the place once held by Oxford and Cambridge. New Zealand graduate students were frequently given advice by their academic supervisors in New Zealand on which institutions to

apply to and they themselves sought advice from visiting American scholars and from New Zealanders who had formerly held a Fulbright award.

The following quotations express the range of reasons why New Zealanders selected a particular educational institution.

> *I wanted to a do a PhD at a good university and be granted a good fellowship to go there.*

> *I wanted to do post-graduate training not available in New Zealand. I selected the university where the professors published most frequently. I was granted entry to two but only one offered financial support.*

> *I went to the University of Colorado which is a good school for astrophysics and I was keen on the outdoors.*

> *I attended the University of Florida at Gainsville - a world authority on forest soil fertility.*

> *The Dean of my law school was a Yale LLM and another faculty member had graduated from Harvard. I applied to both.*

> *The University of Rochester was strong on dental research.*

> *I went to the University of Indiana for linguistics.*

> *The two best schools for civil engineering were at Berkeley and the University of Illinois, the latter offered tuition and fee waivers.*

> *Chose one of the best three for high pressure hydrothermal silicate equilibria.*

> *I went to Cornell to study history. It's well known, Ivy League, East Coast - and Harvard turned me down.*

There were chance elements regarding where the graduate students went. One person was on a botany field trip in New Zealand and began a discussion about a particular alpine plant. A friend with a doctorate from Berkeley who was present said that the authority on that kind of

plant was a member of the faculty at Berkeley. The graduate student went there.

The United States graduates arrived in New Zealand after going through a different process. Although some United States graduates knew of New Zealand scholars who were eminent in their fields it was not a question of finding a prestige institution. The young Americans had a topic or discipline they wished to pursue, they entered a competition for the award and they were placed in the most appropriate university and department generally by the New Zealand administrators of the programme. The New Zealand graduates chose institutions to approach, while the United States graduates generally had their placings made for them.

The grants available to American applicants in both senior scholar and graduate student categories were generally fully funded whereas the awards to New Zealanders were for travel only. The United States graduates were given financial support as part of their award and did not have to seek further scholarships and teaching assistantships - which would have been well nigh impossible to obtain in New Zealand anyway.

The New Zealanders had to arrange their own financial support. As remarks from the graduate students who answered the questionnaire showed, this made quite a difference to the feelings of each group about the award. One New Zealander with a travel award, for example, claimed that he had been a Fulbrighter only while in transit to and from the United States. He reported that he had received no job offers while on the aeroplane.

The senior scholars from New Zealand were much less concerned with the prestige of the institution they visited and looked for departments and persons with similar interests. Of course, they looked for institutions with good reputations but they also looked for reputation in a particular field of study and for persons who were pre-eminent in that field.

Some academic departments and organisations in New Zealand had links with similar institutions in the United States. The similarities in the geology of the west coast of the United States and New Zealand took scholars in both directions.

The United States senior scholars applied for positions which were advertised as being available in New Zealand. Accident compensation legislation, the Maori and race relations, aspects of agriculture, geothermal development, and a welfare state economy were all cited as having attracted American scholars to New Zealand. New Zealand did have

some internationally known scholars and programmes - Americans were drawn by the geomorphologist, Professor Cotton at Victoria University, by Dr Cunningham at Massey University, and by the New Zealand Geological Survey.

The exchange teachers expressed themselves as willing to go anywhere and to teach at any level and then waited to be matched up with a counterpart.

New Zealanders with short term travel grants nominated the kind of work and/or the persons they would like to see and their itinerary was arranged for them by the appropriate agency in the United States.

Americans were often in New Zealand as a result of an invitation to help with a particular programme of work. It was more rare for New Zealanders to be invited to the United States for such a purpose although, as the answers to the questionnaire showed, it was not at all rare for them to be invited to stay.

Feeling at Home

How welcome were those on awards made to feel in their host institutions? About 85 percent of each sample made social contacts through their organisation, institution or school (Table 18). More Americans than New Zealanders reported `many' contacts. There were, however, some personal accounts of being isolated and ignored or of arriving at a time when a department or organisation was in turmoil or strife. A New Zealand graduate student expressed a common theme:

The work level precluded too much socialising.

It was a little surprising that few Americans remarked upon the New Zealand custom of a break mid-morning for tea or coffee as an opportunity for socialising. We suspect that that is because most of the Americans viewed this custom as quaint, but rather a waste of time.

Americans were more likely than New Zealanders to report that they had had many opportunities for social contact outside the institution or organisation in which they were placed (Table 19).

The answers showed the importance of the host institution for social contact (Table 20). While social contact within the institution was reported at a similar level by both New Zealanders and Americans, the

New Zealanders seemed to have found it more difficult to make contacts outside the institution than did the Americans in New Zealand.

Not surprisingly work itself provided most of the social contact. A graduate student in chemistry wrote that:

> *Graduate students and other research staff who were also only temporary provided social contact. Personal contact with some of these still continues 20 years later.*

In some cases someone previously known to the Fulbrighter played host and the Fulbright programme itself provided yet others with opportunities for social contact. Churches were also frequently mentioned as sources of hospitality and friendship.

Who Got Married

One of the first United States graduate students (geology) wrote:

> *When I returned to the United States I contacted a New Zealand Fulbrighter at Harvard. After two years we seriously considered a permanent arrangement, but she decided she should return to New Zealand. I'll be interested in learning of how many New Zealand-United States marriages did result from the Fulbright Programme. I know of three United States Fulbrighters who married New Zealanders - I was in the wedding party of two of them.*

The questionnaire asked whether the respondent altered his or her marital status as a consequence of the award. The wording of this question was ambiguous but not as ambiguous as some of the replies.[9] Leaving aside those who reported 'partnerships' in existence only during the time of the award, 8.9 percent of the questionnaire sample got married (10.1 percent of the New Zealanders and 6.6 percent of the Americans). The marriages were not all across countries. There were reports of marriage to fellow Fulbrighters from the same country. Nor were all as a result

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9. The word 'partner' is commonly used in questionnaire surveys in New Zealand as the equivalent of marriage partner. However, the word created some reaction especially amongst the Americans. One response was, 'Someone in the preparation of this questionnaire has taken an action that should be condemned by New Zealand authorities!!'

of a change from the single to the married state. Some appear to have gone from one marriage to another.

At the time of the award 131 of the New Zealand men and 64 of the American men in the questionnaire sample were unmarried. Thirty-six New Zealand men married (27.5 percent of the unmarried New Zealand men) as did 11 of the Americans (17.2 percent of the unmarried American men) (Table 21). At the time of the award 52 of the New Zealand women and 32 of the American women in the questionnaire sample were unmarried. Eight New Zealand women married (15.4 percent of the unmarried) and 4 of the American women (12.5 percent of the unmarried).

The New Zealanders married at a greater rate than the Americans, and the men married at a greater rate than the women. The percentages shown below are based on the ratio of married to unmarried at time of the award. (The calculations do not take account of any persons who were married at the time and who entered a new relationship).

	%
Men	24.1
New Zealanders	24.0
Americans	15.6
Women	14.3

New Zealand men with whom these findings have been discussed have been inclined to explain them on the grounds of the attractiveness of New Zealand males. However, the most likely explanation is that they spent longest on the award.

Careers

> *Precisely how was a career altered? Exactly how was one's life changed?*
>
> (Robin Winks, 1986, pp. 33-34)

In some countries in which the Fulbright scheme operates it is believed that a Fulbright award is a help to career prospects. Was this so for those in the New Zealand programme?

The files kept in the New Zealand-United States Educational Foundation's office contain numerous references to New Zealand graduate

students who forfeited their return fare to take up positions in the United States.

One possibility to consider was that Fulbrighters' worth might be spotted by employers in the host country while they were on the award, or by employers in another country on the lookout for talent. Another possibility was that Fulbrighters might have been offered positions when they were about to return home, or at some time subsequent to that. Offer of a position does not imply acceptance and hence we asked whether or not any job offers had been taken up.

The issue is complicated by several factors. The graduate programme involves only people with high academic grades and it would be surprising if their talent was not recognised by potential employers irrespective of the Fulbright award. The recipients also sign a bond to return to their home country and to stay for a certain length of time following the award. Also, both countries regulate the employment of persons who do not hold their citizenship.

The questionnaire responses show, however, that during the time of the Fulbright award, 30.6 percent of the New Zealanders were offered (or were at least sounded out for) a position in the United States, 10.6 were offered a position in New Zealand, and 3.5 percent were offered a position in another country. Amongst the Americans, 5.4 percent were offered jobs and of these, half were offers from the United States. The jobs were not necessarily tenured positions and some were opportunities for post-doctoral research. While we cannot be sure that the offers from the home country had anything to do with the Fulbright Programme, it is hard to see how the other offers could have arisen unless the individual had received a Fulbright award. However, 59.8 percent of the New Zealanders surveyed and 47.2 percent of the Americans did not take up the offers made to them.

Immediately following the award, nearly a quarter of the New Zealanders surveyed were offered a job. The offers came about equally from the United States and New Zealand. A small proportion (2.5 percent) were offers from another country. Altogether, 118 job offers were reported by New Zealanders immediately following the award, of which two-thirds were accepted (65.3). The comparable figures for Americans are that only 3 (1.3 percent) were offered positions in New Zealand but 11.0 percent were offered positions in their own country. Of these positions, 11.8 percent were accepted.

New Zealanders reported job offers one or more years after the

award to nearly one fifth (19.4 percent) of the sample. Half of those offers were accepted. Of the Americans one or more years after the award, 9.2 percent reported offers in the United States, 2.6 percent reported job offers in New Zealand and 1.8 percent reported job offers in another country. Of the offers, 11.4 percent were accepted. The precise role of the Fulbright award becomes more uncertain as time elapses and many commented that they were not sure of the weight given to the award *per se*.

It is obvious that Fulbrighters were considered for positions in both host countries but that it was more likely that a New Zealander would be approached regarding a position in the United States than that an American would be approached in New Zealand.

There was no massive defection either way. New Zealanders returned because of the commitment to return, because they had secure positions or because New Zealand was 'the place to raise children'. One effect of these job offers on New Zealanders was, they reported, to raise their self-esteem.

The overall effect of the Fulbright award on their working careers, as respondents perceived this, was analysed according to country. A greater proportion of the New Zealanders than Americans felt that it had been very important (Table 20). For both New Zealanders and the Americans it was the graduate students who most often said it had been very important. Graduate students labelled its effects more important to them than senior scholars felt that it had been to them. Answers from New Zealand senior scholars were skewed to the 'somewhat important' end of the scale. United States senior scholars on the other hand were more likely than New Zealand senior scholars to report that it had been important to their careers. An American graduate student reported that following his time in New Zealand:

> *I went on to study in London. I arrived in London as an 'expert' on wool, meat, butter and cheese.*

Sharing of Ideas

One of the aims of the Fulbright scheme has been the sharing of ideas. Three questions were asked about the gaining and subsequent use of work-related ideas. In both groups the majority reported that they had

gained 'many' or 'quite a few' ideas. Not unexpectedly, more of the New Zealanders than the Americans felt that they had gained more ideas (Table 23). A New Zealand soil scientist said that he had gained,

> *New concepts and techniques in both field and laboratory.*

An American wrote,

> *I work in a tourist area and I have applied a number of ideas from my travels on the meaning of hospitality.*

A New Zealand exchange teacher in a high school acquired:

> *New approaches to teaching such as inquiry approaches.*

A New Zealand senior scholar wrote:

> *Helped develop academic approaches/analytical methods re cultural studies especially through addition of British cultural studies methodology to American popular culture studies expertise, analysis of the various merits/shortcomings of above approaches incorporated into my own study.*

An American senior scholar studying accident compensation wrote:

> *I have been working on the problem of no-fault compensation (the New Zealand principle) ever since.*

An American graduate student wrote:

> *Professor Cotton's teaching permanently coloured my professional career in geology.*

Gaining ideas is one thing, but were respondents able to use these new ideas? Over four-fifths of those who reported gaining at least some new ideas believed that they were able to develop and subsequently apply them (Table 24).

An American historian reported:

> *The teaching method was quite different. Since returning, I have been able to try new concepts.*

Another American commented,

> *New Zealanders seem to prefer the British influence but emulate the United States in many ways.*

One factor in an individual's ability to apply ideas is the willingness of others in one's home place of work to offer encouragement and opportunity. Of those who reported gaining new ideas nearly three quarters of the New Zealanders and two thirds of the Americans reported receiving encouragement to apply them when they returned home (Table 25). What we are looking at in these results is undoubtedly more complex than simple frequency tables can express. The situation is one in which a large country with more varied institutions shares ideas with a small, more homogeneous country. Moreover, encouragement of an individual's ideas in his or her place of work may not be a matter of whether or not these ideas are acceptable to others but may also be a function of the nature of the work and the resources available for its support. Reports ranged widely. A graduate student wrote:

> *The Department on the whole did not want to know. There was support only from outside my institution.*

Some senior scholars wrote:

> *No. Mostly people did not understand them and certainly did not value the new ideas. Nevertheless I was able to put them into my own work.... every research project I have carried out since has incorporated something of what I learned. Many of these ideas have still not reached New Zealand.*

> *Not initially. My return to New Zealand was a real let down. Opportunity to really use experience came 13 years later and became the basis of the development of post-graduate nursing education in New Zealand. I developed a university programme in nursing*

studies.

> *Most ideas were positive and useful but I did experience frustration when I returned to New Zealand because I could not find the same niche/position to give the job the challenge and satisfaction I had experienced in the university hospital. I certainly was able to inspire two young graduates to do the same thing as I had done. I was inspired and innovative for at least 5 years in my hospital work back in New Zealand, but within the constraints of the system. Dietitians found it difficult in the '50s' to be accepted as part of the medical/surgical team.*

Those are New Zealanders. Did the Americans gain new ideas? An exchange teacher reported:

> *The children in Shawmuk Hills School in Grand Rapids, Michigan knew considerably more about New Zealand and the Maori than most Americans would ever have.*

An American senior scholar wrote:

> *New Zealand has what is probably the most advanced system of pastoral agriculture involving grazing animals in the world. A few years after my return we organised an international conference on improvement of hill lands, which was a forum for some of the ideas gained in New Zealand.*

Another factor in the opportunity for application of ideas may lie in whether or not the grantee returned to a previously held position. The application for the award had probably been made with an existing occupation or field of study in mind. In fact, 31.1 percent of the New Zealanders and 16.7 percent of the Americans did not return to their previously held positions (Table 26). This number includes people who did not have permanent positions when they gained the award.

It appeared that New Zealanders felt that, from the viewpoint of jobs and promotion, the award had meant more to them than the Americans felt it had meant to them. There were some who pointed out that they would have got their jobs irrespective of the award and indeed since the Fulbright selection processes identify people of promise and achievement

this seems a reasonable position to take. On the other hand, as the results have shown, Fulbrighters gained benefits such as ideas that could be put to work, New Zealanders in the United States gained doctoral degrees which the American graduates in New Zealand rarely did, and they established professional contacts and sources of support. They also reported gaining knowledge which was relevant to their careers.

Publications

For the graduates, senior scholars, and persons on other awards, one or more publications would be a tangible measure of the effect of the award. There was indeed a considerable amount of writing done and publications produced (Table 27).

The most frequent type of publication was a research paper but books and reports were also produced (Table 28). A New Zealander on an education development grant produced a resource package for New Zealand schools on the civil rights movement in the United States of America. Following is one New Zealand graduate student's experience.

> *I published six papers in the course of working for a PhD. I went to Belgium on a post-doctoral fellowship. Development and application was done there and at Cambridge University where I went next.*

Of those who answered the questionnaire, 429 persons (64.8 percent) wrote something, and over 691 separate publications had been produced by this group. The numbers in the cultural grant, exchange teacher and New Zealand educational and vocational development category are too small for reliable results, but over 70 percent of graduate students and senior scholars produced publications as a result of the award (Table 29).

Continuing Contact

Continuing effects of the award can be measured by continued contact with the host country. This contact may be work related or social (Table 30). For both New Zealanders and Americans, there had been enduring professional contacts as a result of the scheme. A

further question asked about written personal contact with the host institution. Half of each sample reported occasional written contact of a personal kind and the Americans reported more frequent contact through writing than did the New Zealanders (Table 31). (This may be because of the American practice of duplicated Christmas messages!)

New Zealand and the United States are a considerable distance apart. Nevertheless, nearly a third of the Americans and 44.7 percent of the New Zealanders had returned to visit their host institution/organisation (Table 32).

Understanding

Americans were more inclined than New Zealanders to say that the award helped them to understand the host country (Table 33). It is likely that they started off by knowing less about New Zealand than New Zealanders knew about the United States and that this accounts for the difference in response.

Expectations

There was a surprising uniformity in the expectations of people according to each type of award. The New Zealand graduate students, in the words of one, expected, `prestige, career opportunities in the academic world, monetary support and an opportunity to attend one of the best universities in the world'.

The senior scholars and visiting lecturers had different goals. They looked for the leading edge of research in a particular field. They went to study precise topics such as `freedom of information legislation', or `academic dentistry'. They looked for contact with like minds and the opportunity to test themselves amongst academic leaders.

The exchange teachers answered that they wanted to experience a different kind of education system and to live in a different culture.

Those on short term awards for travel often had the most precise expectations, for example to study resources to assist the hearing impaired.

In looking at whether or not expectations were fulfilled it is important to remember these difference in expectations and, too, the different conditions and situations attached to each award. New Zealanders were attracted by the glamour of America. The Americans often chose New Zealand because it seemed remote and exotic, and the inhabitants spoke English. Amongst the senior scholars, and especially the visiting lecturers and distinguished visitors there was often the added factor that institutions or groups in New Zealand had invited them to come for the contribution they could make to a course, a research project or a practical problem such as flood control. They expected to be useful to New Zealand. Indeed, when they were disappointed, it was often because they felt that their talents had not been fully used. The New Zealanders, on the other side of the world, often felt that Americans left it too late to discover what they had to offer. Only at the end of their time on the award, many said, did their hosts realise their degree of expertise in their area of research. This was not universal but the topic came up in very similar terms in both groups of senior scholars. One American reported:

> *I had the problem of having little professional activity for the first four months, then everything coming towards the end of the award period and I was invited to lecture at other universities.*

American academics and scholars in New Zealand were encouraged to travel, to see the country and to visit other institutions. While New Zealanders also managed to see much of America - the Grand Canyon seems to have been obligatory viewing - fewer appear to have been invited to give guest lectures at institutions other than their host institution in the manner in which many American scholars were able to move around New Zealand.

Some of the New Zealand exchange teachers said that they would have liked to have seen some schools other than their own but that this was not easy because they always had classes to teach. An American exchange teacher commented:

> *I had assumed that teaching and learning was the same around the world.*

Two problems arose with the whirlwind tours of the New Zealanders on educational and vocational development grants. They often arrived at some far-flung spot only to find that the person they had been booked to see was not available. The other problem was one that was encountered to some degree by all grantees whether New Zealanders or Americans - how to establish themselves and show what they were capable of in a country where they were `foreign' and unknown, and it was not easy for people to place them.

A general question was asked about fulfilment of expectations without asking for these expectations to be defined.

While hardly anyone said that their expectations were not fulfilled at all, many, especially in the New Zealand group, did not have their expectations completely fulfilled (Table 34). We do not know exactly why this is so, although the written comments suggest factors such as changes of personnel from those they had expected in host institutions, and inability to pursue particular courses of study because of administrative barriers. The New Zealanders found it hard to adjust to the custom of tipping but we do not suggest that this is the reason why their expectations were not always completely fulfilled. Some American academics said that they had arrived expecting to teach particular courses to find that they had not been timetabled. This may have had something to do with the fact that the academic years differ in the two countries. Some had not realised that it might take four months for the texts they required to arrive by surface mail. There were physical scientists who complained that they could not get the equipment they needed.

On the fulfilment of expectations there was virtually no difference in the answers of the Americans in the different categories. The most common answer was 'yes completely'. New Zealand graduate students. senior scholars and exchange teachers also gave 'yes completely' as the most common answer but there was comparatively less fulfilment of expectations among New Zealanders who took up educational/vocational development or cultural grants. This suggests that a short term award which involves travel and complex arrangements may introduce more opportunity for things to go awry.

Conclusion

It seems obvious that there have been long term effects from the Fulbright Programme in addition to the prestige of the Fulbright award and its appearance in one's curriculum vitae. The overwhelming impression from the replies to the questionnaire was that virtually all participants felt warmth towards their host country. They felt they had gained in knowledge and understanding. They expressed gratitude to their hosts and many said they would like to repeat the experience. Those New Zealanders who have held Fulbright awards have often encouraged others to apply and those who work in universities have been instrumental in getting Americans to New Zealand as part of the Fulbright Programme.

We add a postscript in the form of brief case studies of two American graduate students in New Zealand.

Postscript

In late 1988 Joan Miller and Geraldine McDonald travelled from Wellington to Palmerston North to interview two United States graduate students. They were the only two United States graduate students within easy reach of Wellington at that particular time, most of the others having returned home at the completion of the academic year and the term of their award. They were therefore a random sample - or at least we did not select these two for any reason other than they were there and we could reach them. Our aim was to see whether we could get more information on the reasons why United States graduate students came to New Zealand and what they felt that New Zealand had to offer them. We were lucky in the two we met not only because they were both interesting people but because they happened to illustrate several themes which have appeared elsewhere in this report.

One was male and came from Harvard College where he had completed a course preparatory to admission to a medical school. He told us that at his institution students were encouraged to take up opportunities to study overseas, for example, to apply for a Rhodes scholarship which would take them to the United Kingdom, or a Luce to Asia or a Fulbright to one of over a hundred countries. His friends were applying for such awards and the opportunities available were well publicised within his school.

He told us that before he came to New Zealand he did not know the names of any academics in the university at which he was to be enrolled. When he arrived it was with the intention of furthering his study in animal science that he was placed in an appropriate laboratory within a university. He was perfectly satisfied with his opportunities and the tuition he received but a month or two into his award he realised, as have numerous Fulbrighters before him, that there was something unique about New Zealand and that this was difficult to study in a strictly science subject. He felt that if he did not do something about it he would return to the United States having lost the opportunity for ever. He applied for, and was granted, permission to change his field of study. He was accepted into the Department of Maori Studies and was able there, with the agreement and assistance of a Maori senior academic and medical doctor to plan a study which was to examine the opinions and experiences of Maori families concerning the paediatric services of the local hospital. The issue of research access (Shive, Gopinathan and Cummings, 1988), so often a problem outside one's own country, had been eased by his Maori mentor and by the provision of help from Maori interviewers. He would be one of the co-authors of the report. His move to the social science field of study and his desire to become familiar with Maori culture meant also that he encountered at first hand the state of race relations as they existed in the provincial area in which he was working.

The second student was a young woman whose field of study was horticulture. She was from the University of New Hampshire, a state university, and she was also a United States Department of Agriculture plant breeding apprentice. She said that no special effort was made to encourage students in the University of New Hampshire to apply for overseas awards. She had read papers by New Zealand horticulturalists, knew their names, and knew that the Department of Scientific and Industrial Research in New Zealand had climate rooms for horticultural research which, because they were newer and more up-to-date, were better than those currently available to her in the United States. She obtained funding from the United States Department of Agriculture and applied for a Fulbright travel grant. She sought and gained permission to bring strawberry cultivars into New Zealand and to work in the Climate Laboratory of the Department of Scientific and Industrial Research. She planned to conduct an experiment into the best conditions for growing her plants. She showed us the plants growing in controlled conditions in some of her climate rooms. As she opened the door of each room we saw

large healthy plants and encountered the scent of ripe strawberries.

At the conclusion of her experiment she was going to leave the plants in New Zealand. When we met her, her work had already created considerable interest amongst New Zealand strawberry growers because her plants had a particularly long fruiting season. Also, existing types of strawberry plants in New Zealand are susceptible to disease. These new plants, originally grown from wild strawberries in the Utah mountains, may offer New Zealand growers a disease-resistant plant which will fruit for longer than the current varieties.

The first graduate student said he had discovered something unique to New Zealand. The second had brought something practical to New Zealand. The first was drawn primarily not by knowledge of New Zealand and what it had to offer but by a tradition that overseas experience was a valuable part of one's education. The second came because of what New Zealand had to offer in the way of facilities for research in horticulture, and to work with colleagues in her own field.

One had a relative in New Zealand but in another city and the other knew no one. Both had taken advantage of the opportunities in New Zealand for outdoor pursuits.

One student noted the lack of access to resources such as typewriters, computers and copiers which could be expected in an American university. The other praised the quality of the laboratory facilities in the DSIR Plant Physiology Division Climate Laboratory.

When we interviewed them, both graduate students said that they were pleased with their opportunities for study, the common complaint being only that they had at first found it difficult to get accommodation. One described the process of getting into a flat (a shared apartment) as intimidating. Both would, on the completion of their work, leave behind something of interest and value to New Zealand - strawberry plants and the findings of a study into the acceptance by Maori families of paediatric services.

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APPENDIX A

TABLE 1

All Persons 1948-1988 by Category of Award

Award	N	%
Graduate Student	713	43.1
Senior Scholar	579	35.0
Exchange Teacher	216	13.1
Educational/Vocational Development	101	6.1
Cultural Grant	45	2.7
	1654	100.0

TABLE 2

Category of Award by Country and Sex (New Zealand)

Category of Award	Men	%	Women	%
Graduate Student	398	51.5	87	56.1
Senior Scholar	192	24.9	10	6.5
Educational/Vocational Development	87	11.3	14	9.0
Exchange Teacher	77	10.0	33	21.3
New Zealand Cultural	18	2.3	11	7.1
	772	100.0	155	100.0

TABLE 3

Category of Award by Country and Sex (United States)

Category of Award	Men N	Men %	Women N	Women %
Graduate Student	152	27.9	76	41.5
Senior Scholar/ Distinguished Visitor	335	61.6	42	23.0
Exchange Teacher	45	8.3	61	33.3
Cultural Grant	12	2.2	4	2.2
	544	100.0	183	100.0

TABLE 4

Marital Status at Time of Award

Married	Men N	Men %	Women N	Women %
Yes	795	60.4	46	13.6
No	521	39.6	292	86.4
	1316	100.0	338	100.0

TABLE 5

Other Family Members Went Too

Family Accompanied	Men N	Men %	Women N	Women %
Yes	651	19.5	45	13.3
No	665	80.5	293	86.7
	1316	100.0	338	100.0

TABLE 6

All Senior Scholars and Graduate Students By Area of Study

Area of Study	Graduate Students	Area of Study	Senior Scholars
Earth Sciences	56	Earth Sciences	40
Engineering	46	Agriculture	34
Mathematics	45	Management Studies	33
Agriculture	45	Medicine	32
Law	41	Zoology	30
Political Studies	32	Education (theory)	29
Economics	32	Chemistry	28
Chemistry	31	History	21
History	29	Botany	17
Management	26	Engineering	17
Physics	25	Economics	10
Literature	24	Physics	14
Botany	22	Literature	14
Medicine	22	American Studies	14
Anthropology	20	Political Studies	13
Psychology	18	Law	13
Education (pedagogy)	17	Mathematics	13
Education (theory)	16	Education (pedagogy)	13
Geography	16	Biology	13
Architecture	14	Geography	11
Biology	11		
Other	98	Other	99
Missing	27	Missing*	71
	713		579

* Includes distinguished visitors/short term lecturers

TABLE 7

New Zealand and United States Graduate Students by Area of Study

Area of Study	New Zealand Graduates	Area of Study	United States Graduates
Engineering	44	Earth Sciences	39
Mathematics	43	Political Studies	23
Law	38	Agriculture	18
Chemistry	29	Economics	17
Agriculture	27	Anthropology	15
Physics	25	History	14
Medicine	21	Botany	8
Management	19	Management	7
Literature	18	Psychology	6
Earth Sciences	17	Sociology	6
Economics	15	Literature	6
History	15	Biology	5
Botany	14	Zoology	4
Education (theory)	13	Geography	4
Education (pedagogy)	13	Education (pedagogy)	4
Psychology	12	Law	3
Architecture	12	Education (theory)	3
Geography	12	Linguistics	2
Political Studies	7	Mathematics	2
Philosophy	7	Chemistry	2
Dentistry	7	Engineering	2
Other	76	Home Economics	2
Missing	1	Architecture	2
		Food Technology	2
		Other	6
		Missing	26
Total	485		228

TABLE 8

New Zealand and United States Senior Scholars by Area of Study

Area of Study	New Zealand Senior Scholars	Area of Study	United States Senior Scholars
Earth Sciences	24	Management	29
Medicine	24	Zoology	24
Chemistry	20	Agriculture	23
Education	17	History	17
Physics	13	Earth Sciences	16
Agriculture	11	American Studies	13
Mathematics	8	Economics	12
Engineering	8	Education (theory)	12
Law	6	Botany	11
Botany	6	Political Studies	10
Zoology	6	Education (pedagogy)	10
Psychology	5	Engineering	9
Literature	5	Literature	9
Religious Studies	4	Biology	9
Economics	4	Chemistry	8
Dentistry	4	Medicine	8
Management	4	Geography	8
History	4	Law	7
Biology	4	Anthropology	7
Political Studies	3	Music	7
Accountancy	3	Psychology	6
Geography	3	Sociology	6
Education (pedagogy)	3	Other	13
Other	45		
Missing	0	Missing*	71
Total	202		377

TABLE 9

Destination Institutions of New Zealand Graduate Students and Senior Scholars

Institutions	Graduates	Senior Scholars	Total
Harvard University	58	14	72
University of California, at Berkeley	32	9	41
University of Illinois	20	8	28
Cornell University	20	5	25
University of Wisconsin	21	3	24
Massachusetts Institute of Technology	21	2	23
California Institute of Technology	15	4	19
Stanford University	14	4	18
University of Chicago	15	2	17
Duke University	15	1	16
University of California, at Davis	12	3	15
Other	242	202	444
	485	202	687

TABLE 10

Destination Institutions of United States Graduate Students and Senior Scholars

Institution	Graduate Students	Senior Scholars*	Total	Percentage
Victoria University	80	55	135	25.1
Auckland University	48	43	91	17.0
Canterbury University	26	52	78	14.5
Otago University	25	40	65	12.1
Massey University	17	25	42	7.8
Department of Scientific and Industrial Research	3	29	32	6.0
Lincoln College [1]	10	19	29	5.4
Other	19	46	65	12.1
	228	309	537	100.0

* Short term visitors excluded

1. This institution will assume the status of a university in 1990.

TABLE 11

Home Institutions of United States Graduate Students

Institution	Graduate Students
Harvard University	9
University of Wisconsin	9
University of Colorado	6
University of Texas	6
University of California, Berkeley	5
Cornell University	5
University of Nebraska	5
University of Kansas	4
New York University	4
University of North Carolina	4
Purdue University	4
Stanford University	4
Georgia Institute of Technology	4
Other	137
Missing	22
	228

TABLE 12

Home Institutions of United States Senior Scholars

Institution	Senior Scholars
University of California, Davis	17
Georgia Institute of Technology	13
University of Minnesota	9
Colorado State University	8
Cornell University	8
University of Kansas	8
University of California, Berkeley	7
University of Texas	7
University of Illinois	6
Oregon State University	6
University of Southern California	6
United States Department of Agriculture	6
University of Washington	6
University of California, Los Angeles	6
Barnard College	5
University of Chicago	5
University of Michigan	5
University of Missouri	5
University of Rhode Island	5
Columbia University	4
Dartmouth College	4
Duke University	4
University of Kentucky	4
University of Miami	4
Ohio State University	4
University of Oklahoma	4
University of Oregon	4
Purdue University	4
Stanford University	4
Washington State University	4
University of Wisconsin	4
Yale University	4
Other	56
Missing data	68
	309

TABLE 13

Ranked List of Home Institutions and Destination Institutions of All Graduate Students and Senior Scholars

Home Institution	All Graduate Students & Senior Scholars*	Destination Institution	All Graduate Students & Senior Scholars*
Auckland University	169	Victoria University	135
Victoria University	143	Auckland University	91
Canterbury University	103	Canterbury University	78
Otago University	79	Harvard University	72
Massey University	43	Otago University	65
Department of Scientific & Industrial Research	23	Massey University	42
University of California, Davis		University of California, Berkeley	41
Georgia Institute of Technology	17	Department of Scientific & Industrial Research	32
Lincoln College	16	Lincoln College	29
Cornell University	13	University of lllinois	28
University of Texas	13	Cornell University	25
University of Wisconsin	13	University of Wisconsin	24
Harvard	13	Massachusetts Institute of Technology	23
University of California, Berkeley	12	California Institute of Technology	19
University of Kansas	12	Stanford University	18
Waikato University	12	University of Chicago	17
University of Minnesota	11	Duke University	16
Other and missing data	515	Other and missing data	541
	1224		1224

* Short term visiting lecturers excluded.

TABLE 14

Response to Questionnaire

Responded	N
Responded	662
Did not respond	496
Death notified	40
Never sent out	149
Returned 'Address Unknown'	187
	1534

TABLE 15

Representativeness of Sample (New Zealand)

Category of Award	Questionnaire Sample	%	All	%
Graduate Student	210	48.4	462	53.5
Senior Scholar	112	25.8	186	21.6
Educational/Vocational Development	55	12.7	85	9.8
Exchange Teacher	45	10.3	111	12.9
Cultural Grant	12	2.8	19	2.2
	434	100.0	863	100.0

TABLE 16

Representativeness of Sample (United States)

Category of Award	Questionnaire Sample	%	All	%
Graduate Student	56	24.6	214	31.9
Research Scholar/ Visiting Lecturer/ Distinguished Visitor	142	62.3	337	50.2
Exchange Teacher	24	10.5	106	15.8
Cultural Grant	6	2.6	14	2.1
	228	100.0	671	100.0

TABLE 17

Ages of Questionnaire Sample by Award and by Country

	New Zealand						United States					
Age	Graduate Student	Senior Scholar	Educational/ Vocational Development	Teacher Exchange	Cultural Grant	Sub Total	Graduate Student	Senior Scholar	Teacher Exchange	Cultural Grant	Sub Total	Total
20-24	102					102	29	0	-	-	29	131
25-29	71	6	1	3	1	82	24	1	6	-	31	133
30-34	20	18	3	14	1	56	3	8	5	1	17	73
35-39	12	27	11	19	4	73	-	19	4	2	25	98
40-44	3	26	9	7	3	48	-	32	5	0	37	85
45-49	1	19	13	2	2	37	-	27	2	0	29	66
50-54	1	10	15	-	1	27	-	20	2	1	23	50
55-59	-	5	3	-	0	8	-	17	-	1	18	26
60+	-	1	-	-	-	1	-	17	-	1	18	19
No Response	-	-	-	-	-	0	-	1	-	-	1	1
	210	112	55	45	12	434	56	142	24	6	228	662
Median age	25-29	40-44	45-49	35-39			20-24	45-49	35-39	-		

TABLE 18

Opportunity for Making Social Contact within the Institution/Organisation

Opportunities	New Zealand N	New Zealand %	United States N	United States %
Many	253	58.3	148	64.9
Quite a few	116	26.7	49	21.5
A few	49	11.3	29	12.7
No opportunities	5	1.2	0	0.0
Not applicable	11	2.5	2	0.9
No response				
	434	100.0	228	100.0

TABLE 19

Opportunity for Making Social Contact Outside the Institution/Organisation

Opportunities	New Zealand N	New Zealand %	United States N	United States %
Many	167	38.5	129	56.7
Quite a few	131	30.2	65	28.5
A few	122	28.1	29	12.7
No opportunities	3	0.7	1	0.4
Not applicable	2	0.4	1	0.4
No response	9	2.1	3	1.3
	434	100.0	228	100.0

TABLE 20

How Social Contact Arose

Source of Contact	New Zealand N	New Zealand %	United States N	United States %
Through work	317	73.1	185	81.1
Person Known Previously	34	7.8	9	3.9
Through Fulbright	24	5.5	10	4.4
Hospitality Scheme	31	7.1	3	1.3
Other	19	4.4	17	7.5
No response	9	2.1	4	1.8
	434	100.0	228	100.0

TABLE 21

Acquisition of Marriage Partner

Marriage	New Zealand N	New Zealand %	United States N	United States %
Yes	44	10.1	15	6.6
No	385	88.7	212	93.0
No response	5	1.2	1	0.4
	434	100.0	228	100.0

TABLE 22

Effect of the Fulbright Award on Career in Terms of a Better Job or Promotion

Importance	New Zealand N	New Zealand %	United States N	United States %
Very important	121	27.9	43	18.8
Important	82	18.9	56	24.6
Somewhat important	101	23.3	40	17.5
No effect	56	12.9	54	23.7
Do not know	46	10.6	23	10.1
No response	28	6.4	12	5.3
	434	100.0	228	100.0

TABLE 23

Gaining Work-Related Ideas

Ideas	New Zealand N	New Zealand %	United States N	United States %
Yes many	270	62.2	94	41.2
Yes quite a few	101	23.3	74	32.4
Yes a few	44	10.1	52	22.8
No	4	1.0	4	1.8
Do not know	7	1.6	2	0.9
No response	8	1.8	2	0.9
	434	100.0	228	100.0

TABLE 24

Opportunity to Develop and Apply New Ideas

Application	New Zealand N	New Zealand %	United States N	United States %
Yes	380	87.7	184	80.7
No	23	5.3	17	7.5
Not applicable	31	7.0	27	11.8
	434	100.0	228	100.0

TABLE 25

Encouragement at Work Place to Apply New Ideas

Encouragement	New Zealand N	New Zealand %	United States N	United States %
Yes	276	74.8	124	63.6
No	93	25.2	71	36.4
	369	100.0	195	100.0

TABLE 26

Return to Previously Held Position

Returned	New Zealand N	New Zealand %	United States N	United States %
Yes	274	63.1	182	79.8
No	135	31.1	38	16.7
No response	25	5.8	8	3.5
	434	100.0	228	100.0

TABLE 27

Publications as a Consequence the Fulbright Award

Publication	New Zealand N	New Zealand %	United States N	United States %
One	69	15.9	48	21.0
Two	69	15.9	43	18.8
Three	44	10.1	30	13.2
Four or more	88	20.3	38	16.7
No Publications	145	33.4	56	24.6
No response	19	4.4	13	5.7
	434	100.0	228	100.0

TABLE 28

Form of Publications

Form	New Zealand N	New Zealand %	United States N	United States %
Book(s)	45	15.8	21	13.0
Report(s)	48	16.9	30	18.6
Research paper(s)	167	58.8	86	53.4
Other	24	8.5	24	15.0
	284	100.0	161	100.0

TABLE 29

Category of Award by Publications

Category of Award	Number who produced a publication	% of Category
New Zealand Graduate Student	147	70.0
United States Graduate Student	42	75.0
New Zealand Research Scholar/Visiting Lecturer	85	75.9
United States Research Scholar/Visiting Lecturer	10	77.5
New Zealand Exchange Teacher	13	28.9
United States Exchange Teacher	3	12.5
New Zealand Cultural Grant	8	66.7
United States Cultural Grant	4	66.6
New Zealand Educational/Vocational Development	17	30.9
	429	

TABLE 30

Work-related Contact with Host Institution since Completion of Fulbright award

Frequency of Contact	New Zealand N	New Zealand %	United States N	United States %
Frequent work contact	93	21.5	54	23.7
Occasional work contact	201	46.3	98	43.0
No work contact	87	20.0	54	23.7
Not applicable	52	12.0	19	8.3
Other	1	0.2	3	1.3
	434	100.0	228	100.0

TABLE 31

Written Personal Contact with Host Institution since Completion of Fulbright Award

Written Personal Contact	New Zealand N	New Zealand %	United States N	United States %
Frequent	101	23.3	69	30.3
Occasional	222	51.1	118	51.7
No	56	12.9	28	12.3
Not Applicable	48	11.1	6	2.6
Other	1	1.6	7	3.1
	434	100.0	228	100.0

TABLE 32

Visit to Host Institution/Organisation since Completion of Fulbright Award

Visit	New Zealand N	New Zealand %	United States N	United States %
Yes	194	44.7	70	30.7
No	194	44.7	149	65.3
Not applicable	38	8.8	4	1.8
No response	8	1.8	5	2.2
	434	100.0	228	100.0

TABLE 33

Understanding of Host Country's Society and Culture

Understanding	New Zealand N	New Zealand %	United States N	United States %
Helped very much	287	66.1	203	89.0
Helped quite a lot	101	23.3	23	10.2
Helped a little	21	4.9	1	0.4
Did not help	11	2.5	1	0.4
Do not know	14	3.2	0	0.0
No response			0	0.0
	434	100.0	228	100.0

TABLE 34

Fulfilment of Expectations

Degree of Fulfilment	New Zealand N	New Zealand %	United States N	United States %
Yes completely	241	55.5	158	69.3
Yes to a great extent	129	29.7	52	22.8
Yes to some extent	38	8.9	12	5.3
No not fulfilled	5	1.1	2	0.9
Do not know	5	1.1	1	0.4
No response	16	3.7	3	1.3
	228	100.0	434	100.0

FORTY YEARS OF FULBRIGHT AWARDS

Survey of Fulbright Grantees

New Zealand Council for Educational Research
on behalf of
NZ – US Educational Foundation
1987

FORTY YEARS OF FULBRIGHT AWARDS

Survey of Fulbright Grantees

For office use only

Instructions

Please answer by making comments or ticking the appropriate boxes. Spaces have been left after each question for you to record any anecdotes or comments that come to mind while you are answering the questionnaire.

1. How did you spend your time on a Fulbright award in the U.S.A. or N.Z.?

Mainly in an institution such as a university	[ ] 1
Mainly with an organisation	[ ] 2
Mainly travelling within parts of the country	[ ] 3
Mainly travelling throughout the USA or NZ	[ ] 4

16

Comments _____

_____

_____

2. Please comment on how you came to go to the particular institution or organisation or undertake the travel that you did.

_____

_____

_____

_____

_____

3. Have you had any written work-related contact with your host institution or organisation since you completed your Fulbright award?

I have had frequent written work-related contact	[ ] 1
I have had occasional written work-related contact	[ ] 2
I have had no written work-related contact	[ ] 3
Not applicable	[ ] 4

17

Comments _____

_____

_____

4. Have you had any written personal contact with your host institution or organisation since you completed your Fulbright award?

I have had frequent written personal contact	[ ] 1
I have had occasional written personal contact	[ ] 2
I have had no written personal contact	[ ] 3
Not applicable	[ ] 4

Comments _____

_____

_____

5. Have you visited your host institution or organisation since you completed your Fulbright award?

Yes	[ ] 1
No	[ ] 2
Not applicable	[ ] 3

Comments _____

_____

_____

6. What age group were you in at the time you accepted a Fulbright grant?

20 - 24	[ ] 1
25 - 29	[ ] 2
30 - 34	[ ] 3
35 - 39	[ ] 4
40 - 44	[ ] 5
45 - 49	[ ] 6
50 - 54	[ ] 7
55 - 59	[ ] 8
60 plus	[ ] 9

Comments _____

_____

_____

59

18

19

20

7. While you were in the USA or NZ how much opportunity did you have for making social contact?

	Within the institution or organisation	Outside institution or organisation
Many opportunities	[ ] 1	[ ] 1
Quite a few opportunities	[ ] 2	[ ] 2
A few opportunities	[ ] 3	[ ] 3
No opportunities	[ ] 4	[ ] 4
Not applicable	[ ] 5	[ ] 5

21

Comments _____

_____

_____

8. How did this social contact mainly occur?

Through your work	[ ] 1
Through a person or persons you knew before the award	[ ] 2
Through the Fulbright programme	[ ] 3
Through a hospitality scheme	[ ] 4
Other (Please describe)	[ ] 5

23

Comments _____

_____

_____

_____

9. Did any of the friends you made become a spouse or partner?

Yes	[ ] 1
No	[ ] 2

24

Comments _____

_____

_____

10. Did the experience of a Fulbright award mean that you gained new work related ideas?

Yes, many new ideas	[ ] 1
Yes, quite a few new ideas	[ ] 2
Yes, a few new ideas	[ ] 3
No, no new ideas	[ ] 4
Don't know/not sure	[ ] 5

Comments _____

_____

_____

_____

11. If yes, were you able to develop and apply these new ideas?

Yes	[ ] 1
No	[ ] 2

Comments _____

_____

_____

60

12. At the completion of your Fulbright grant were there any encouragements at your work place in terms of you developing and applying these new ideas?

Yes	[ ] 1
No	[ ] 2

Comments _____

_____

_____

13. During the time you were on the Fulbright award did you have any job offers? (You may tick more than one box).

I was offered a job in the USA	[ ] 1
I was offered a job in NZ	[ ] 2
I was offered a job in another country	[ ] 3
Not applicable	[ ] 4

Comments _____

_____

76

25 ⌴

26 ⌴

27 ⌴

28 ⌴

14. If you were offered a job did you turn it down?

Yes	[ ] 1
No	[ ] 2

If yes, why? _____

_____

_____

15. Immediately after you completed the award did you have any job offers? (You may tick more than one box).

I was offered a job in the USA	[ ] 1
I was offered a job in NZ	[ ] 2
I was offered a job in another country	[ ] 3
Not applicable	[ ] 4

Comments _____

_____

_____

16. If you were offered a job did you turn it down?

Yes	[ ] 1
No	[ ] 2

If yes, why? _____

_____

_____

17. One or more years after you completed the award have you had any job offers because of your Fulbright award? (You may tick more than one box).

I have been offered a job in the USA	[ ] 1
I have been offered a job in NZ	[ ] 2
I have been offered a job in another country	[ ] 3
Not applicable	[ ] 4

Comments _____

_____

_____

29 ⌴

30 ⌴

31 ⌴

32 ⌴

33 ⌴

34 ⌴

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18. If you have had any such job offers have you turned them down?

Yes	[] 1
No	[] 2

If yes, why? _____

_____

_____

19. At the completion of your Fulbright award did you return to your previously held position or work?

Yes	[] 1
No	[] 2

Comments _____

_____

_____

20. What effect overall do you think the Fulbright award has had on your career in terms of a better job or promotion?

A very important effect	[] 1
An important effect	[] 2
A somewhat important effect	[] 3
No effect	[] 4
Don't know/not sure	[] 5

Comments _____

_____

_____

21. Did your work during your Fulbright award result in any publications (excluding your report to the NZ - US Foundation or IIE, CIES or the US Office of Education).

One publication	[] 1
Two publications	[] 2
Three publications	[] 3
Four or more publications	[] 4
No publications	[] 5

Comments _____

_____

_____

22. What form did these publications take?

Book(s)	[] 1
Report(s)	[] 2
Research paper(s)	[] 3
Other (Please describe)	[] 4

Comments _____

_____

_____

23. Do you think the award helped your understanding of your host country's society and culture?

It helped my understanding very much	[] 1
It helped my understanding quite a lot	[] 2
It helped my understanding a little	[] 3
It didn't help my understanding	[] 4
Don't know/not sure	[] 5

Comments _____

_____

_____

24. Please describe any difficulties you encoutered working in a different country. _____

_____

_____

_____

25. Please describe any aspects of your host country that you found particularly refreshing or interesting.

_____

_____

_____

_____

26. What did you expect to gain from a Fulbright award at the time you applied for one? _____

_____

_____

_____

27. Were these expectations fulfilled?

Yes, they were fulfilled completely	[ ] 1
Yes, they were fulfilled to a great extent	[ ] 2
Yes, they were fulfilled to some extent	[ ] 3
No, they were not fulfilled	[ ] 4
Don't know/not sure	[ ] 5

Comments _____

_____

_____

28. If your expectations were less than completely fulfilled please explain in what ways and why this might have been so.

29

_____

_____

_____

_____

29. Please describe one highlight of your time on a Fulbright award.

_____

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30. Please describe one problem you faced during the time you were on a Fulbright award and what you were able to do about it.

_____

_____

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31. The primary purpose of the Fulbright programme is "to promote mutual understanding between the people of our two countries by means of cultural and educational exchanges." On the basis of your experience and observations during the grant to what extent do you think this aim is achieved? _____

_____

_____

_____

Please make any other general comments you would like to.

_____

_____

_____

_____

If you have any photographs of your Fulbright experience and/or yourself then or now we would be grateful for labelled photocopies of these.

Thank you very much for your assistance. Please return the completed questionnaire in the free post envelope provided, as soon as possible.

Fulbright Survey
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